DOCUMENT RESUME

ED 057 089 TM 000 932

AUTHOR	Blai, Boris, Jr.
TITLE	The Nelson-Denny Reading Test and Harcum-earned Academic Averages.
INSTITUTION	Harcum Junior Coll., Bryn Mawr, Pa.
REPORT NO	IRR-71-19
PUB DATE	Jun 71
NOTE	2p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; *College Freshmen; Correlation; *Grade Point Average; High Achievers; Low Achievers; National Norms; *Predictive Ability (Testing); Reading Difficulty; *Reading Tests; Scores; Test Interpretation
IDENTIFIERS	Academic Honors; *Nelson Denny Reading Test

ABSTRACT

Research shows that there is a substantial degree of correlation between scores obtained on the Nelson-Denny Reading Test and the academic averages obtained by freshmen students at Harcum Junior College. This indicates that the reading test is a useful measuring instrument for predicting general levels of first-year academic achievement. (CK)

ED057089

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 71-19

The Nelson-Denny Reading Test and Harcum-earned Academic Averages

1. "Research with the Nelson-Denny indicates a close relationship between the test scores and scholastic achievement - an average correlation of r = .67. For such a pair-wise, linear association, the Coefficient of Determination (r^2) indicates the strength of association between two populations or measures of population attributes. For example, the r=.67 between the two criterion variables of Nelson-Denny scores and scholastic achievement indicates that 45% of the variations between the two criterion variables may be attributed to these two criterion variables. In other words, almost half of the variation between 'high' and 'low' academic achievement is associated with 'high' and 'low' Nelson-Denny scores. This is a substantial degree of association or correlation, making the Nelson-Denny scores very valuable predictors of academic success. (1)

2. To ascertain the extent, at Harcum, to which Nelson-Denny scores are associated with academic averages, a records analysis was recently completed. This revealed that all freshmen who earned Dean's List and President's List honors (3.5 - 4.0), also earned "Total" Nelson-Denny percentile rank scores of 50th percentile or higher.

3. Additionally, with the exception of just nine students who scored below the 30th National percentile on the Nelson-Denny, (only 11% of the 82 who earned Honors List averages of 3.0 - 3.4), all others who earned Honors List averages also earned Nelson-Denny scores above the 30th National percentile, (the 'cut-off' point below which a high probability exists of the student experiencing a reading problem.

4. It was further noted that only 11 (or 6%) of those earning a first-year cumulative average of 2.5 or higher, earned "Total" Nelson-Denny scores below the 30th National percentile.

(1) Research Memorandum - "Interpreting Nelson-Denny Reading Test," Harcum Junior College, (mimeographed), Nov. 1970

TM 000 362

5. And finally, for the 50 freshmen who were on academic probation (averages of 1.9 or below) at the end of their first year, some 40, or 80%, had Nelson-Denny scores below the 30th National percentile.

6. In summary:

(1) for students achieving academic "honors" records at Harcum, the Nelson-Denny 'predicts' to a very high degree, (100% for those earning Nelson-Denny scores at or above the 50th National percentile)

(2) Approximately 90% of those earning Honors List averages (3.0-3.4), also earned Nelson-Denny scores above the 30th National percentile.

(3) Approximately 94% of those earning first-year cumulative averages of 2.5 or higher also earned Nelson-Denny scores above the 30th National percentile.

(4) Some 80% of those on academic probation at the end of their first year (1.9 or lower cumulative averages) also scored below the 30th National percentile on the Nelson-Denny.

(5) The Nelson-Denny is therefore a useful measuring instrument to 'predict' general levels of first-year academic achievement.

Boris Blai, Jr.
Director of Research

June 1971